DOCUMENT RESUME

ED 144 925 SP 011 350

TITLE [State of Michigan Teacher Education Manual 1970, Sections I and II--Approval of Teacher Education Institutions and Approval of Teacher Education Programs at Approved Teacher Education Institutions].

INSTITUTION Michigan State Dept. of Education, Lansing. Teacher Preparation and Professional Development Services.

PUB DATE 70

NOTE 22p.

AVAILABLE FROM Michigan State Dept. of Education, Teacher Preparation and Professional Development, Box 30008, Lansing, Michigan 48909

EDRS PRICE MF-$0.83 HC-$1.67 Plus Postage.

DESCRIPTORS *Accreditation (Institutions); Administrator Guides; Facility Requirements; *Preservice Education; *State Standards; *Teacher Education

IDENTIFIERS *Michigan; *Program Certification

ABSTRACT

This document presents rules and regulations of the Michigan State Board of Education concerning procedures for the approval of teacher education institutions and teacher education programs. The first section details processes in institutional approval, presenting: (1) legislative authority; (2) characteristics of the Approved Program System; (3) types of institutional approval; (4) guidelines for the preparation of requests for preliminary approval; (5) final approval; and (6) probationary approval. Section two presents regulations relevant to program approval, under the following format: (1) brief introduction to the scope of the approval process; (2) procedures governing approval requests for adding to currently approved programs; (3) requests for authorization to offer experimental teacher education programs; (4) jointly sponsored teacher education programs; and (5) consortia in teacher education. (MJB)

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The Rules Governing the Certification of Michigan Teachers specify requirements for institutional and program approval for persons completing such programs prior to the issuance of a teaching certificate. Part 5 of these rules provides for the approval of teacher education institutions and programs. Policies for the specific implementation of these Code Rules were adopted by the State Board of Education on May 12, 1970.

1. The State Board of Education grants one of three types of approval to higher education institutions requesting authorization to prepare candidates for teaching certificates. Approval categories include (1) preliminary approval, (2) probationary approval, and (3) final approval.

2. Requests for approval of a new or amended program, for an experimental program, or a consortium shall be submitted on behalf of the institutional board of control, and shall include a justification and support for that request.

3. An institution granted preliminary approval may be sponsored by an approved teacher education institution for a specified period. The sponsoring institution may recommend teaching certificates for graduates of programs at the institution with preliminary approval until final approval is granted to the new institution.

4. A Committee of Scholars appointed by the State Board of Education shall visit teacher education institutions and shall advise the State Board concerning such requests.

Adoption of the policies enumerated above has prompted the development of procedure statements included in the document which follows.

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U S DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

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SECTION ONE

PROCEDURES FOR APPROVAL OF TEACHER EDUCATION INSTITUTIONS

I. AUTHORITY

A teacher certification system is an instrument of the state designed to insure professional preparation and competence of its teachers. Acting through the legislature, the people of Michigan have made the State Board of Education the agency which authorizes programs in teacher education.

The State Board of Education has the authority to approve or disapprove teacher education institutions and programs designed for the preparation of teachers.[1] Institutions approved by the State Board are authorized to recommend graduates in specifically designated areas of teacher preparation as candidates for elementary and secondary teaching certificates and for approval to teach in special education.

II. THE APPROVED PROGRAM SYSTEM

The Approved Program System accommodates the authority structure of the State Board of Education and complements the administrative responsibilities of the Department of Education. It shares the responsibility for individual professional judgments required for the issuance of certificates with the institution sponsoring each candidate. Recommendations from approved institutions are accepted by the State Board and the Department of Education as tacit evidence that each candidate recommended has satisfactorily completed all requirements of the certification code and the approved programs at the sponsoring institution.

III. TYPES OF INSTITUTIONAL APPROVAL

A baccalaureate institution seeking approval for teacher education purposes may submit a request to the State Board of Education when authorized by official action of the institution's board of control. Guidelines for such requests are included in sections of this document which follow.

The State Board of Education may reject the request or may grant one of three types of approval:

1. Preliminary approval authorizes the institution to proceed with the development of the teacher education program identified in the request, but does not authorize recommendation of graduates for certification.

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1. 388.1010 General School Laws, 1966 (MSA 15 1023 (10); 388.553 General School Laws, 1966 (P.A. 1921, Act 302)

2. Provisional approval authorizes the institution to recommend candidates for certificates under limits stipulated in the state Bd action. Before the termination of the provisional approval period the institution shall present evidence that it has qualified for final approval or shall request a three year extension of the provisional period. Only one such extension will be granted by the State Board of Education. It may be granted for a period of three to five years when problems are identified which require solution prior to regional accreditation of the institution.

3. Final approval authorizes the institution to recommend candidates for certification, subject to the policies of the State Board, and requirements of the Certification Code.

Approval as a Michigan teacher education institution includes authorization to offer specific programs named in the formal request approved by the State Board of Education. Programs of the following types are normally approved.

1. Undergraduate baccalaureate teacher education programs leading to provisional certification.

2. Graduate degree programs which lead to provisional certification.

3. Speciality programs which lead to certification in vocational or special education require State Board of Education approval.

4. Post Baccalaureate programs which qualify candidates for certification by meeting all requirements stipulated in the Code.

Approval actions of the State Board of Education are predicated on Administrative Rules 390.1101 through R 390.1199, "Rules Governing the Certification of Michigan Teachers."

Public institutions developing sixth year and terminal degree programs which do not involve certification of teachers, should refer these to the Planning Division, Bureau of Higher Education.

IV. REQUEST FOR PRELIMINARY APPROVAL

Formal requests for preliminary approval as a teacher education institution should be submitted by the Chief administrative officer of the institution for the institutional board of control.

Requests should be directed to the Bureau of Higher Education, Michigan Department of Education.

Program proposals should be developed around the guidelines which follow.

A. ACCREDITATION STATUS

Report the current regional accreditation status of the institution. If North Central Association accreditation has been requested or is pending, present the timetable for anticipated accreditation.

B. GENERAL DESCRIPTION OF PROPOSED PROGRAM

1. Develop a complete description of the teacher education program. Identify teaching levels (elementary-secondary) for which the program is designed.

2. Identify any parts of the program designed for particular areas within the K-12 structure such as junior high school, middle school, and early elementary school or other similar categories.

3. Report all specialized areas of preparation such as teachers of the blind, deaf, mentally handicapped and other similar categories.

4. Present a list of all major and minor preparation areas with an indication of their applicability to elementary and secondary certification levels.

5. Present a specific account of compliance with the 1967 Certification Code. This account should provide clear indication that requirements of the following code items have been met.

R 390.1122	General or Liberal Education
R 390.1123	Professional Education
R 390.1126 and 1127	Elementary and Secondary Provisional Certificates

C. NEED FOR TEACHERS IN CERTIFICATION AREAS PROPOSED

1. Develop a rationale for additional training facilities in the areas proposed. This rationale should include the following current information.

   a. Report the number of certificated teaching positions held throughout the state in each preparation area included in the proposal.[1]

   b. Report the number of first year teachers employed in these areas during the preceding year.

   c. Report the number of teachers certificated in each of these areas by approved Michigan institutions during the preceding year.

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1. These data may be obtained from Michigan Department of Education Certification and Professional Personnel reports.

d. Report the total number of Michigan certificates awarded in these preparation areas to candidates trained out of state during the preceding year.

e. If the proposed program is designed to meet regional or special community school needs in teacher preparation include this information with appropriate documentation revealing the extent of need.

D. PRODUCTION POTENTIAL OF THE INSTITUTION

1. Report total student enrollment in all programs at the institution.

2. Report the number of bachelor's degrees issued in each major field area during the past three years.

3. Present summaries of information gathered from currently enrolled students concerning interest or desire for teacher education. Surveys of the student body will be particularly relevant.

E. STATEMENT OF PROGRAM OBJECTIVES

1. Report objectives of the program in such a way that a clear and precise statement of institutional intent is provided. These objectives should be apparent throughout the remainder of the report. Program objectives which emerge from the following institutional motivation should be appropriately identified.

   a. Programs which depart from standard teacher preparation patterns.

   b. New teacher education approaches which incorporate unusual combinations of laboratory and/or classroom experience or utilize newly developed technical resources.

   c. Programs which produce teachers with unique or different kinds of skills and capacities.

   d. Programs which will prepare teachers to meet uncommon but increasingly prevalent needs in regional, district and local community schools.

F. PROGRAM DESIGN

1. Objectives listed for the program should be visibly related to the total design of the program.

2. Special features of the program should be presented within a frame of reference which clearly identifies each feature and its related objectives.

3. Plans for assessing program development and for evaluating the effectiveness of significant program features should be reported. Information of this nature may be obtained from teacher production patterns, teacher placement patterns, behavior or performance characteristics produced by graduates of a program. Reports of evaluation obtained from students, the faculty, or the constituent school community the program serves, will add measurably to ultimate assessment efforts. Plans for such activity should become a part of initial program design.

4. Programs which contain research features not characteristic of the "conventional" teacher education programs need to be presented as such, and the means for determining the outcome of uniqueness by research should be cited. If theories or hypotheses in teacher education are being tested, the design for validity determination should be included with the statements of theory or hypothesis.

5. A developmental timetable for total program implementation is necessary. This report should indicate significant points at which features of the program become independently operational. The acquisition of appropriate faculty, additional resources, admission of students to differing levels of the program, and plans for collaborative relationship with a fully approved institution are cogent parts of this timetable.

G. FACULTY

1. A report of faculty currently available for offering courses and experiences in professional education is necessary.

2. Faculty and administration responsible for courses and experiences which meet requirements specified in R 390.1122 and R 390.1123 (professional education and laboratory experience) should be identified by:

   Name
   Degree
   Assignment in the Program
   Experience
   Tenure

3. A report of the contributing departments and divisions, those which will offer general or liberal education and major and minor courses, should be presented in terms of the total number of instructors employed by the division or department. Full-time and part-time faculty assignments should be indicated as a part of this statement.

4. Unstaffed faculty positions created in the development of this proposal must be identified. Plans for recruitment and staffing should include selection criteria regarding training and experience sought in candidates.

5. Plans for faculty involvement in the selection and advisement of teacher education candidates should be presented in such a way that an indication of centralized and/or dispersed counseling and advisement is indicated with regard to the proposed program.

6. Faculty committees, boards, or panels selected from contributing departments of the institution need to be identified with an account of their advisory, policy making or administrative responsibilities in the teacher education program.

H. ADMISSION POLICIES

1. A report of academic and personal selection criteria must indicate minimal standards for admission to a teacher education program.

2. Any standards which apply to continuance or retention in the program should be indicated.

3. If committees or administrative groups act in the exercise of admission or retention decision, their authority and their position in any hearing or appeals system should be identified.

4. Processes for determining eligibility for student teaching defined in R 390.1124 need to be established. Timing and extent of assessment is of critical importance with regard to student teaching assignment procedures.

I. COURSE SEQUENCES

1. Report all courses required and indicate options which make up each major and minor preparation area. Identify all group areas which combine discrete disciplines such as: social science, general science, science, fine arts, humanities, as 36 semester hour majors and 24 semester hour minors.

2. Identify any critical prerequisites which may apply in major-minor sequence or in the professional education sequence.

3. Provide a sample four year program for elementary and for secondary candidates showing the characteristic sequences which might be followed by students enrolled in teacher education programs.

4. Report any intra-institutional agreements regarding sequences or prerequisites developed by departments contributing to the teacher education program. This may be particularly appropos with regard to major and minor sequences in elementary education.

J. FACILITIES

1. Report classrooms, laboratories and other facilities to be used primarily for teacher education.

2. Report existing institutional facilities uniquely appropriate for teacher education.

3. Report additional facilities needed prior to final approval as a teacher education institution. Indicate plans for acquiring such facilities.

K. STUDENT TEACHING

1. Report the point in training at which student teaching is to be offered and indicate the duration of the experience in weeks. Indicate credit allowance. Report full time - part time assignment plans and indicate whether the majority of students assigned will carry college credit course work concurrent with student teaching.

2. Report plans for seminars or other course experiences to be provided as a part of the student teaching assignment.

3. Indicate placement plans for student teachers and identify school districts with which agreements are contemplated.

4. Describe the manner in which coordination with assigned student teachers will be maintained by campus personnel. Identify student teaching coordinators by name and indicate the college department to which they are assigned. Approximate coordination load allowances for persons who will have regular responsibilities in student teaching as well as on-campus instruction.

5. Present a plan for evaluation of student teachers which describes the relative responsibility to be given to supervising teachers, building administrators and college personnel.

6. Indicate the manner in which student teaching evaluations will become a part of individual student placement credentials.

7. Report plans for involving education faculty in activities which will apprise them of current programs and problems in cooperating schools.

L. LIBRARY FACILITIES

1. Present a general statement on total library resources available within the institution.

2. Identify library resources which are particularly appropriate for teacher education.
   Educational Psychology
   Social Foundations of Education
   Methods of Teaching
   Professional Education Journals and Periodicals

3. Indicate acquisition plans for additional library materials relevant to teacher education.

M. MEDIA RESOURCES

1. List the total number of instructional films maintained for the entire institution.

2. List total number of films appropriate for teacher education.

3. List number of filmstrips for total institution and for teacher education.

4. List instructional T.V. tapes for institution and teacher education.

5. Identify total number of film and T.V. tape projectors available for use in teacher education.

6. Describe audio-visual instruction centers or services available for teachers in training.

7. Define film and tape preview facilities for teachers in training.

8. Indicate acquisition plans for additional media resources in teacher education.

Upon completion of Department of Education analysis of the request for preliminary approval, the Department may request clarification or additional information on any item relevant to the program and not discernible in the request.

When the Department of Education is satisfied that an institution is ready for preliminary inspection, a Committee of Scholars representing all facets of teacher preparation and university administration will be assembled in order to conduct a comprehensive site visit at the requesting institution. This committee will be charged with verifying plans and developments presented in the preliminary approval request and will investigate all aspects of the institution's capacity and potential for developing a quality teacher education program.

Recommendations of the Committee of Scholars and the Department of Education will be considered by the State Board of Education in arriving at a decision concerning the request for preliminary approval.

V. REQUEST FOR FINAL APPROVAL AS A TEACHER EDUCATION INSTITUTION

Request for final approval should be submitted by the chief administrative officer of the institution.

The request should be directed to the Bureau of Higher Education, Michigan Department of Education.

The institutional report accompanying the request should observe the following guidelines.

A. PROGRAM PRODUCTION

1. A report of undergraduate enrollments by class and by area should be prepared for each year of program operation since the receipt of preliminary approval.

2. A report of graduate and/or special enrollments in teacher education should be prepared for the period of program operation.

3. The number, level and preparation areas involved in certificate recommendations since initiation of the program should be reported.

4. A projection on enrollments by preparation area should be developed for the next five years. Total elementary enrollments, as well as enrollments by preparation area in secondary fields should be included.

B. OBJECTIVES AND PROGRAM DESIGN

1. Academic profiles on students who complete teacher education programs should be compared with the total group graduating from the institution during the period of preliminary approval.

2. Student ratings or assessments of the teacher education program should be reported.

3. Ratings or assessments by faculty members involved in the teacher education program should be reported.

4. Statistical data obtained from program assessment or evaluation should be compiled and submitted.

5. A comprehensive report of changes in program design after preliminary approval should be prepared. The nature of change should be indicated with reference to plans following final approval.

6. Placement information should be submitted with regard to certificated graduates of the program. An indication of where these people were placed and when they were placed will be particularly significant.

7. Projections of any major change which will occur after final approval should be developed and reported.

8. A timetable for continuous development of the program should be presented.

C. ADMISSION, SELECTION AND RETENTION

1. Specific data should be presented concerning admissions and rejections in the teacher education field. The number of requests, the number of acceptances and the number of rejections are important here.

2. Screening data and criteria used by selection committees should be presented.

3. Summary reports of dismissals, appeals and hearings for students experiencing academic and other personal difficulty in teacher education should be reported.

4. Forms and manuals regarding admission, retention and ultimate certificate recommendations should be presented.

5. A sample of a complete student record in teacher education should be included.

6. Institutional plans for offering continuing certificate programs should be reported.

D. FACULTY

1. A complete listing of the professional education faculty should be presented providing the following information.

   Name
   Rank
   Degree - Date issued - Institution
   Teaching Area
   Administrative and non-teaching responsibilities

2. Part time faculty involved in the teacher education program should be accounted for separately providing the same information as above.

3. Faculty loads equating teaching, administrative and advising responsibilities should be completed and reported.

4. Teaching loads for the education faculty should be compiled with reference to student contact hours.

5. Involvement of contributing faculty members in the establishment and administration of teacher education policy should be reported.

E. RESOURCES AND FACILITIES

1. Projection of needs for the next five years should be made with reference to classrooms and laboratories and should be developed in conjunction with enrollment projections.

F. STUDENT TEACHING

1. A list of cooperating schools involved in the program since its inception should be presented.

2. A descriptive account of services which the institution has provided for cooperating schools and cooperating teachers should be presented. A similar report of arrangements between the institution and cooperating schools should be prepared.

3. Remuneration patterns for cooperating schools and personnel should be reported.

4. Coordination services should be described and load equivalents for coordinators should be reported in terms equated with teaching loads for other faculty members.

5. A collection of orientation and supportive materials developed for the student teaching program should be included, e.g. handbooks for student teachers, for cooperating teachers, coordinators; seminar materials developed for student teachers and cooperating teachers.

G. LIBRARY RESOURCES

1. Report acquisitions relevant for teacher education since preliminary approval of the program.

2. Prepare a projection on needed materials for the succeeding five years.

3. Indicate institutional budget allowance for teacher education library materials for the succeeding five years.

H. MEDIA RESOURCES

1. Report media acquisitions since preliminary approval.

2. Develop projections on media needs for five succeeding years.

3. Indicate institutional budget allowance for media acquisitions in teacher education for the next five years.

When the Department of Education finds the institutional report satisfactory for final approval, a Committee of Scholars will be appointed to visit the institution and verify the report presented with the request for final approval. The Committee of Scholars will be responsible for determining the degree to which the institution has, in fact, developed and implemented a complete and sustaining program in teacher education.

VI. PROBATIONARY APPROVAL

Provisional approval may be granted in lieu of final approval in cases where a teacher education program is, as yet, incomplete but bears promise of completion within a short period of time.

Provisional approval may be granted to an entire institutional program or a portion thereof.

Decision on probationary approval will be made by the State Board of Education and will describe the conditions under which the institution will observe provisional status. A specified period of time will be attached to provisional status during which the institution may be requested to submit annual progress reports and beyond which it will be expected that final approval conditions will have been met.

SECTION TWO

PROCEDURES FOR APPROVAL OF TEACHER EDUCATION PROGRAMS

I. INTRODUCTION

State Board of Education approval of a teacher education program relates only to preparation areas described in requests for approval. Institutions are required to file catalogs annually with the Department of Education as evidence of compliance with the provisions of the Certification Code.

Institutions must request authorization to change teacher education programs or to implement new certification areas no later than the spring of the year preceding implementation, and prior to publication of changes in the annual catalog. Changes requiring approval in teacher education programs are: program amendments, major revisions of the total institutional program, or creation of new areas of teacher preparation.

II. APPROVAL REQUESTS FOR ADDING TO CURRENTLY APPROVED PROGRAMS

Two different kinds of approval requests may be used by institutions planning to add offerings in teacher education. The manner in which the area has been developed at the applicant institution determines whether the program will be categorized as an amended program or a new program.

A. AMENDED CERTIFICATION AREA

An AMENDED major or minor area is one which is separated from, or merged with, previously approved areas in teacher education.

EXAMPLE: An established and approved Department of Communications Arts has offered courses in English, Journalism, and Speech under one heading. Institutional growth causes three separate departments to be formed. The institution now requests approval for three separate major-minor areas; English, Journalism and Speech.

EXAMPLE: An institution has offered individually approved programs in Art, Music, Literature, and now wishes to combine these for a group major or minor in Fine Arts. Since each component of the newly formed group major has been approved previously, the group area will be considered an amendment to the currently approved program.

Part I of the request form should be completed for Amended program requests.

B. NEW CERTIFICATION AREA

A NEW area for certification is one which:

1. has not existed at the institution prior to the time at which the request is made.

EXAMPLE: A new department of natural science is being formed at an institution. Requests for approval of majors and minors in Biology, Botany, Zoology and group major in General Science are tendered by the institution, with course offerings for each of these areas to be drawn from the new department.

2. has existed for degree purposes at the institution, but has never before been classified and attached to the approved certification program.

EXAMPLE: A Department of Business Studies becomes a division or School of Business. A part of the curricula for this new unit includes a section of Business Education. Degree allowances for secretarial training, business administration and accounting have previously been offered at the institution, the approval request now proposes that these areas be designated as certification major and minors for the training of Business Teachers.

In both the cases cited above the institution would complete Parts I and II of the Approval Request Form. (Exhibit A Addenda

C. PROCEDURES OF THE DEPARTMENT OF EDUCATION

1. The Department of Education staff will review the proposal. Individuals outside the Department may be asked to assist.

2. Consultation with the institution may be arranged during the review and analysis process.

3. The Superintendent shall present the request and a staff analysis to the State Board of Education.

4. The request will be approved, disapproved, or deferred for further information. The State Board may choose to appoint a visiting committee prior to arriving at a firm decision.

5. The institution will be advised following State Board action.

III. REQUESTS FOR AUTHORIZATION TO OFFER EXPERIMENTAL TEACHER EDUCATION PROGRAMS

A. The State Certification Code, defines the position of the State Board of Education regarding experimental teacher education programs.

> R 390.1153: The state board at the request of an approved teacher education institution may waive for a specific time particular requirements of this code, for experimental teacher education programs. A request for such a waiver shall provide sufficient detail as prescribed to allow the state board to approve such provisions in order that substantial experimentation with patterns of teacher education may be encouraged. Upon adequate evidence, the state board may give continuing status to an experimental teacher education program of demonstrated superiority.

Michigan institutions desiring State Board authorization for experimental teacher education programs must obtain State Board Approval prior to initiation of the program. Approval requests should be submitted no later than spring of the school year prior to which the program is to be implemented, and prior to publication of the annual institutional catalog or bulletin. Experimental teacher education programs may deviate from specified Certification Code requirements if authorized by the State Board of Education.

1. Experimental programs which deviate from certification code requirements may be authorized by the State Board when a complete report of program design and a substantial rationale for the experiment is presented. Experimental programs of limited or controlled size may be approved for operation concurrent with an institution's regularly approved teacher education program.

2. Experimental programs which do not deviate from the code but which deviate from the approved program pattern at the requesting institution may also be authorized. Such programs may be designed for the purpose of testing certain theories or hypothesis relevant to teacher education. A complete account of the hypotheses being tested, the experimental program design, control and experimental groupings, assessment and evaluation instruments, and techniques should accompany the request for approval.

B. PROCEDURES FOR THE INSTITUTION

1. Institutions seeking approval for such programs shall submit 5 copies of the request describing the proposed program, to the Department of Education. This request for approval should include a justification for the proposed program and indicate whether or not the program deviates from the Certification Code requirements. The report should include all items outlined in the section on New Institution Approvals where these are appropriate to the proposed experimental program.

2. The proposal should include a description of the experimental basis for the new program, a time table for initiation, for completion, and schedule for submitting a final report to the State Board of Education.

3. Approval by the State Board of Education will normally be granted for a specified time period of three to five years. The request for approval should indicate institutional desire concerning the time to be allotted in approval.

4. The institution shall provide the Department of Education with reports describing the progress of the program and a preliminary report of findings no later than September 1 of each year. A final report should be submitted by September 1 of the terminal year in lieu of the annual report. Institutional intent to abandon an experimental program should be reported by July 1 of the year the action is to occur.

IV. JOINTLY SPONSORED TEACHER EDUCATION PROGRAM

An institution having preliminary approval may contract with a fully approved teacher education institution, for recommendation of applicants for certificates. Such candidates will receive degrees from the sponsored institution, but the sponsoring institution will recommend certificates pending probationary or final approval of the sponsored institution. Both institutions will apply jointly for State Board of Education approval for a collaborated program before certificate recommendations can be submitted by the sponsoring institution.

A. PROCEDURES FOR THE STATE DEPARTMENT OF EDUCATION

The Department staff will review the proposal, provide for a committee visitation if necessary, and present a report to the State Board of Education for appropriate action.

V. CONSORTIA IN TEACHER EDUCATION

Cooperative and collaborative efforts have advanced many innovative and effective educational practices in higher education. Institutions within the state, and beyond the boundaries of the state, frequently join in experiments or coordinated programs which extend the range and the quality of educational opportunities available to students in each participating school. The consortium has become a widely used instrument for facilitating such cooperative efforts.

Consortia are appropriate in all levels of higher education if they do not detract from other management systems which are designed to guide the preparation and induction of technical and professional persons trained in higher education.

Teacher education represents an area in which the consortium offers real promise for sharing of resources and facilities to the mutual benefit of all institutions involved.

Consortium arrangements in teacher education should be designed for the primary purpose of enhancing the program offerings of collaborating approved teacher training institutions. Benefits accrued to other participating institutions should be incidental to this main purpose.

Consortia in teacher education should be developed only in the substantive disciplines which are appropriate teaching majors and minors. Since all approved institutions must have acceptable programs in general education and in the professional sequence described in the code, consortium approval in these areas would be appropriate only in rare cases of unique or experimental cooperation.

A. GUIDELINES FOR DEVELOPING CONSORTIA

1. Consortium arrangements in teacher education may be developed between public or chartered, degree granting, baccalaureate institutions. At least one of the participating institutions must be approved for training teachers in the area involved. This institution will be viewed as the senior sponsor.

2. Each separate consortium arrangement should be presented to the State Board in the same manner that a new program is presented for approval.

3. The following eligibility conditions should be observed in developing consortia.

   a. In all cases, the institution which assumes responsibility for recommending a consortium student for a teaching certificate, must also issue the baccalaureate or graduate degree which accompanies certification.

   b. A consortium arrangement may, in effect, grant temporary authority for an approved institution to offer certification credit in an area not a part of the institution's total teacher education program. Students from such an institution may earn consortium credit and be sponsored for certification by their degree granting institution.

   c. An unapproved teacher education institution may become party to a consortium arrangement if it offers a legitimate area of teacher preparation not available at a cooperating

approved institution. Students from the approved institution may transfer consortium credit to their sponsoring school, which has been given temporary approval for a previously unapproved preparation area. Only those students who receive certificate recommendations and degrees from the approved institution will qualify under such consortium arrangements.

d. Consortium arrangements between two institutions having approved programs in a particular area need not be reported. Arrangements of this nature can be handled through standard credit transfer procedures.

e. Consortium arrangements should be designed to operate for a specified period of time. Five years is recommended as a maximum period. Renewal or extension of arrangements should require State Board approval.

f. Annual reports of enrollment and activities in all consortia should be submitted to the Department of Education. A comprehensive summary report should be presented upon termination of each consortium.

B. INSTITUTIONAL PROCEDURES FOR SUBMITTING CONSORTIA APPOVAL REQUESTS

1. Approval requests should be developed in such a way that all information relevant to the proposed consortia will be provided for the Department of Education and for the State Board. The following categories of information should be provided with each individual consortium request.

a. Name and description of all institutions involved in the proposed consortium and the junior and senior status of each institution participating in the consortium should be clearly identified. The institution or institutions which are participating in the program and are currently approved for offering teacher education programs in the area covered by the consortium should be identified. The location (campuses, laboratories, special community cites) in which the consortium course offerings are being provided should be clearly identified.

b. Description of the senior sponsoring institution should be provided. The nature of the approved program in the area covered by the consortium should be identified and any significant differences between this approved program and the program offered through consortium should be indicated.

c. Content of the consortium program should include relevant statements concerning eligibility and selection of candidates to be admitted to the program from the collaborating institutions. The sequence of courses which lead to completion of the consortium program should be clearly identified.

If these courses represent a merger of courses from several institutions, each contributing institution should be identified with its appropriate course.

d. Ratio of involvement for each participating institution should be indicated. This should include proportionate contributions made by each participating institution with regard to faculty and staff, facilities for offering consortium courses, materials used in the process of teaching or providing laboratory experiences, financial support arrangements as they are distributed among the group of participating institutions.

e. Plans for sharing faculty within the consortium should be indicated. If such plans include joint faculty appointments to one or more institutions these appointments should be identified. Joint appointments which extend beyond the limits of the consortium should be accounted for separately. If special staff or faculty is acquired from a source outside the participating institutions this fact should be noted.

f. Plans for evaluating students and keeping records must be indicated with reference to consortia centered evaluation procedures and with reference to the dispersal of individual student performance records to appropriate sponsoring institutions.

g. Plans for evaluating the consortium program should be developed and presented in the program proposal. All formal or standardized evaluation procedures should be indicated and special plans for assessing the student performance, for obtaining faculty assessments of the program, for testing hypotheses attached to the consortium, or for analyzing experimental data generated in the consortium should be contained in the proposal.

h. Experimental aspects of the program (if any) should be indicated in relationship to theories and hypotheses being tested. If prognosis of student performance, or consideration of placement characteristics for those completing the consortium, are considered they should also be reported.

i. Plans for providing teaching methods in the area covered by the consortium should be indicated. If all participating institutions offer methods courses in the area of the consortium this should be indicated by course and number at each institution. If methods of teaching in the subject area covered by the consortium are to be covered within the consortium, this should be indicated and a delineation of courses dealing with methods should be separately listed. An indication of faculty involved in such methods courses should be separately listed. If methods courses are offered

under consortium sponsorship in a way different from those currently provided on the campuses of participating institutions this fact should be noted and the consortium approach should be completely identified.

C. SUBMITTING REQUEST TO THE DEPARTMENT OF EDUCATION

The request should be directed to the Michigan Department of Education, Teach. Prep. and Prof. Development Services

The Department will provide staff studies of the proposal being requested and will recommend procedures for obtaining additional information concerning the proposed program. This may involve the appointment of a committee of scholars for the purpose of conferring with administrative personnel of consortium and representatives of the various participating institutions. Upon completion of a favorable staff study report and report of the visiting committee (if appointed) the request for approval will be submitted to the State Board of Education for final action. Participating institutions will be notified immediately following State Board action upon the request.